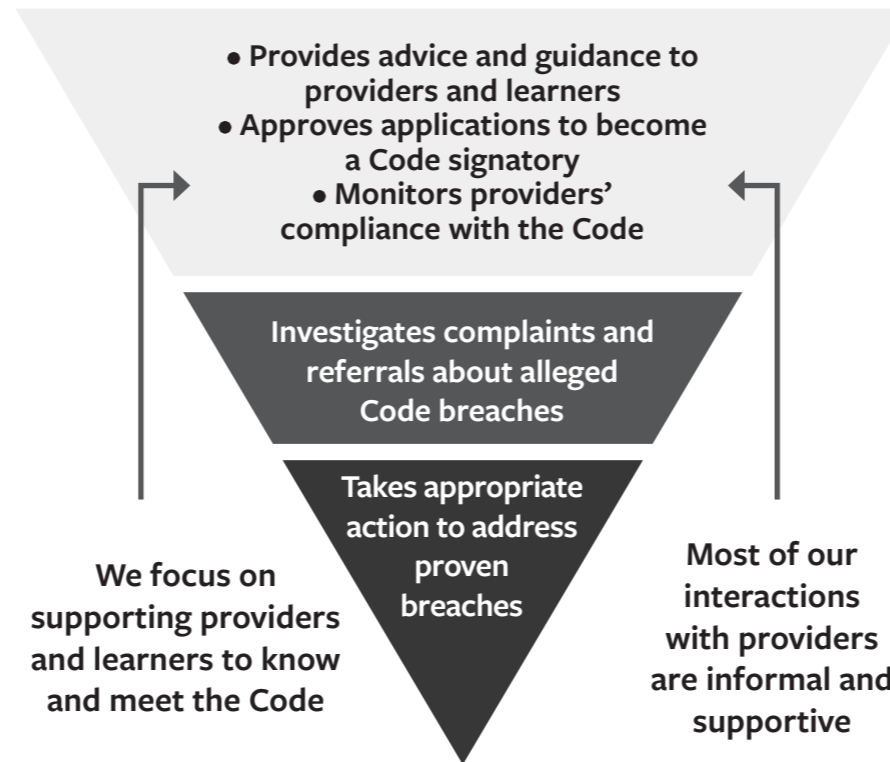


- This plan outlines NZQA's 2022 approach, priorities and activities as Code Administrator
- **As Code Administrator, we monitor and support education providers to give effect to the Code.** For universities, we delegate some of our monitoring responsibilities to Universities New Zealand (UNZ)
- **The Code sets out the requirements that education providers must meet** for the wellbeing and safety of their tertiary and international learners
- **The new Code, effective 1 January 2022, brings new and strengthened requirements for tertiary education providers**
- Under the new Code, **there are no changes for schools** that enrol international learners
- **In 2022, NZQA is tailoring its approach** to quality assurance of pastoral care under the Code **to meet the distinct needs of providers and learners in different sub-sectors**

## AS CODE ADMINISTRATOR, NZQA:



## GETTING READY FOR 2022

In 2021, NZQA worked closely with MOE to support the development of the new Code, sharing insights from NZQA's previous activities as Code Administrator of the outgoing pastoral care Codes for international and domestic tertiary students

**To support the sector with implementing the new Code, NZQA:**

### published

- new guidance
- code-to-code comparison tools
- a gap analysis toolkit

### delivered

- online information sessions
- new Code 101 workshops

### engaged

- sector advisory groups
- peak bodies
- all tertiary providers in a survey

### promoted the Code with

- flyers and videos for learners
- a social media campaign
- regular updates in Code News

## OUR PRIORITIES IN 2022



### Promoting the Code

Promoting the Code so that learners, providers, and other stakeholders know the Code



### Building capability

Getting alongside providers to build our understanding of current practice, strengths, and areas for development – so we can respond appropriately



### Preparing to monitor for impact

Using insights gathered to design risk-based, targeted monitoring from 2023

## WE WILL FOCUS ON...

### The cornerstones of the Code

- Wellbeing and safety
- Te Tiriti o Waitangi
- Learner voice
- Whole-of-provider approach




### Student accommodation

- Wellbeing and safety

### Areas we know providers and learners are concerned about, including:

- Pastoral care of offshore and workplace-based learners
- Code-appropriate support for learners' mental health
- International student pastoral care including as borders re-open
- Areas identified in our tertiary provider survey

# 2022 Code Administrator Plan: NZQA's planned activities in 2022

	January – March	April – June	July – September	October – December
 <p><b>Promoting the Code</b></p>	<p><b>Work with learners</b> to understand and respond to learners' information needs and <b>promote the Code to learners</b></p>			
	<ul style="list-style-type: none"> <li>→ <b>Launch updated website</b></li> <li>→ <b>Provide a digital toolkit</b> for promoting the Code to learners</li> <li>→ <b>Inform learners about complaints processes</b> and the roles of providers, the DRS and NZQA in resolving issues</li> </ul>			
 <p><b>Capability building</b></p>	<ul style="list-style-type: none"> <li>→ <b>Establish sector advisory groups</b> including learners and providers to inform, guide and support our mahi throughout 2022</li> </ul>	<ul style="list-style-type: none"> <li>→ <b>Seek sector insights</b> on current practice, strengths and areas for development through <b>focus groups and workshops</b>, and by gathering provider information</li> <li>→ <b>Confirm and prioritise focus areas</b> for providers' capability building</li> </ul>	<ul style="list-style-type: none"> <li>→ <b>Deliver capability building workshops and activities</b> based on needs identified</li> <li>→ <b>Develop tailored supplementary resources</b> in collaboration with the sector</li> </ul>	<ul style="list-style-type: none"> <li>→ <b>Publish tailored supplementary guidelines and other resources</b> to meet specific sector needs</li> </ul>
	<ul style="list-style-type: none"> <li>→ <b>Provide ongoing direct support</b>, information and advice</li> <li>→ <b>Continue to run existing workshops</b> (i.e. Code 101) for providers, learners and other stakeholders</li> </ul>			
 <p><b>Monitoring</b></p>	<ul style="list-style-type: none"> <li>→ <b>Confirm due dates</b> for providers in each sub-sector to attest to having completed self-review against the Code</li> </ul>		<ul style="list-style-type: none"> <li>→ <b>Commence informal monitoring</b> to gather insights in confirmed priority focus areas, including building blocks for best practice exemplars and performance indicators</li> <li>→ <b>Include the Code in EERs and Targeted Evaluations</b> from 1 July 2022</li> <li>→ <b>Design formal monitoring</b> for 2023</li> </ul>	<ul style="list-style-type: none"> <li>→ <b>Publish</b> the 2023 Code Administrator Plan</li> <li>→ <b>Monitor self-review attestation</b> and annual data returns</li> </ul>
	<ul style="list-style-type: none"> <li>→ <b>Confirm</b> how <b>the Code</b> will be included in <b>EERs and Targeted Evaluations</b> from July 2022</li> </ul>			
	<ul style="list-style-type: none"> <li>→ <b>Confirm</b> UNZ delegation</li> </ul>	<ul style="list-style-type: none"> <li>→ <b>Monitor</b> UNZ delegation</li> </ul>		
<p><b>Existing activities to be continued</b></p>	<ul style="list-style-type: none"> <li>→ Monitor student accommodation</li> <li>→ Monitor incidents</li> <li>→ Monitor school Code signatories</li> </ul>	<ul style="list-style-type: none"> <li>→ Investigate complaints</li> <li>→ Take action on non-compliance (including compliance and quality improvement notices)</li> </ul>	<ul style="list-style-type: none"> <li>→ Work with other regulators involved in tertiary education (within and beyond education)</li> <li>→ Work with the DRS operators</li> </ul>	<ul style="list-style-type: none"> <li>→ Report on Code administrator activities and performance</li> <li>→ Integrate Te Tiriti and learner voice into our Code administrator role, including our performance reporting</li> </ul>

# 2022 Code Administrator Plan: What it means for providers

	January – March	April – June	July – September	October – December
<b>All tertiary providers</b>	Continue to review, update, and improve your practice to ensure it meets the Code and identify opportunities to improve			
	<ul style="list-style-type: none"> <li>→ Note and use NZQA’s digital toolkit to promote the Code to your learners</li> <li>→ Note the self-review attestation due date for your sub-sector</li> <li>→ Note the new process for reporting complaints and critical incident data to NZQA</li> </ul>	Participate in NZQA workshops and focus groups to share your insights		<ul style="list-style-type: none"> <li>→ Submit Code attestation (due date TBC)</li> <li>→ Submit annual data return on learner complaints and critical incidents</li> <li>→ Note NZQA’s Code resources and our 2023 Code Administrator Plan</li> </ul>
	<i>(Non-university providers only) If you have student accommodation, be ready for our continued in-person monitoring. This will include reviewing information, site visits, and interviews with staff and student residents. The focus is on building our understanding of practice</i>			
<b>Private Training Establishments (PTEs)</b>	Respond to NZQA requests for information about Code-related policies, processes and practices to help inform our capability building			
<b>Te Pūkenga</b>	Continue engaging with NZQA to ensure that quality assurance of pastoral care under the Code aligns meaningfully with Te Pūkenga’s emerging strategies and operating models for learner wellbeing and safety			
<b>Wānanga</b>	Continue engagement with NZQA to share insights about how to meaningfully incorporate quality assurance of pastoral care under the Code, underpinned by the kaupapa of Te Hono o Te Kahurangi		(Non-university providers only) Be ready for the Code to be taken into account in EERs and Targeted Evaluations, including in Te Hono o Te Kahurangi, from 1 July 2022. The focus will be on your review of practice against the new Code, especially the Cornerstones of the Code, and the changes made	
<b>PTEs and Māori PTEs under Te Hono o Te Kahurangi</b>	Continue engagement with NZQA to share insights about how to meaningfully incorporate quality assurance of pastoral care under the Code, underpinned by the kaupapa of Te Hono o Te Kahurangi			
<b>Universities</b>	In the university sector, NZQA expects to delegate to UNZ some Code Administrator responsibilities, for monitoring universities’ pastoral care practice. The objective of the delegation is to have a consistent experience of the Code for providers and learners, while allowing UNZ to tailor its monitoring to the university sector Further to the activities noted for all tertiary providers above, universities need to respond to UNZ’s Code monitoring requirements, including for student accommodation			
<b>Schools</b>	There are no changes for school Code signatories, so Code monitoring continues “status quo” → ERO continues to monitor pastoral care practice in schools, focusing on quality self-review → Schools can continue to engage with NZQA, including through peak body SIEBA, to share insights and inform our provision of information, advice and capability building			Submit self-review attestation to NZQA (1 December 2022)